

## **The Essence of Person-Based Learning in Continuous Professional Development of the Teacher**

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**Abstract:** The article describes views and theories of person – oriented education and person – based learning, as well as their role in continuous professional development of the teacher and finding solutions to problems in his work. Also, a comparative table was formed based on the summarization and analysis of research on these two concepts.

**Keywords:** individuality, orientation, person, subject, continuity, comparative analysis.

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### **Introduction.**

Changes taking place in our society due to the transition to new stages of development had a great impact on the development of education. In the current socio-economic conditions, the scientific-methodological theory and work practices of all educational organizations are based on educating a person who is self-aware and who feels that he is a responsible subject of his own development. From this point of view, the humanization of all parts of the educational system and the teacher's core values of individualized teaching define his position in his interactions with each child and community. Also, in the continuous professional development of public education pedagogues, the wide introduction of person – based learning into practice will motivate the teacher not only to professional development, but also to organize training for himself, self-teaching, scientific-methodical observation, to approach independent education with a new way of thinking.

When it comes to person – based learning, this concept is not a new idea in education (1960s), we can see that a number of schools and pedagogues have developed curricula and teaching forms, methods, and tools to meet the needs of students. However, our research has revealed that, although there are many and varied definitions of person – based learning, there is no single agreed-upon definition, precisely, the propagandists interpreting the concept and practice also recognize that it does not have one general definition, and that it is becoming more specific as it develops and improves.

### **Analysis of scientific sources on the topic**

While researching the person-based learning approach in continuous professional development of the teacher, there was a need to dwell in detail in this framework, to find an answer to the question why exactly person-based learning?

When studying the literature on person – based learning, it was found that in current national pedagogy it is mainly promoted as "person – oriented education" and sometimes as "person-oriented approach", and this approach, which is successfully used in a number of foreign countries, is called "Person – Based learning" and it was observed that terms such as "people – based learning", "personal – based learning", "personalized learning" were used, and each had a complementary definition, proof, and also direction. Person – based learning and person – oriented education, i.e., these two concepts combined in one general concept, were analyzed in

order to avoid conflict, correct interpretation, and set certain boundaries.

A number of research studies describe person – oriented education as follows (Table 1):

**Table 1. Description of approach of the person – oriented education**

<b>Person – oriented education</b>	
Yuldoshev J.G., Usmonov S.A.	refers to the organization of a pedagogical environment adapted to the student's personal capabilities and the educational process [1: p. 56].
Akramov A.A.	this is education aimed not at creating certain knowledge and skills, but most importantly, at the development of his personality, based on the application of advanced pedagogical and information technologies to the educational process, taking into account the personal, individual skills, abilities and opportunities of learners [1: 41-p.].
Mamurov B.B.	a process that harmoniously implements the development of teachers and students [3: p. 44].
Yakimanskaya I.S	in educational institutions, on the basis of deep respect for the personality of the student, taking into account the unique nature of the educational process, individual development, considering him as an equal and responsible participant of the educational process, organizing taking into account his unique experience [8: pp. 49-51].
Rodgers K.	learners understand the essence of acquiring the necessary knowledge and information, their needs are met, and their problems are solved [4].
Serikov V.V.	a new system of values, a structure that creates a pedagogical consciousness and a pedagogical phenomenon that eliminates authoritarian teaching thinking [5: p. 29].

In contrast to the above classifications, scientist D.Shayzakova conducts research on person – oriented technologies and reveals the factors aimed at the formation of personality and its goals and tasks, such factors: person – oriented approach, person – oriented education, person – oriented learning, person – oriented technologies [7: p. 34].

Also, according to L.M.Friedman, "it is necessary to distinguish between person – based learning and person – oriented education. Person – based learning: refers to the system of education that allows the formation of the student's personal quality, while person – oriented education: has a broad concept, and the formation of the student's personal quality includes the entire system of educating the student's personality" [6: p. 78].

A person – based learning approach has been explored in some advanced perspectives as a technology and sometimes as a concept for creating a personalized learning environment. In particular:

- there are two main definitions of the spectrum of person – based learning, "personalization of education and teaching method for the student" - in which the teacher adjusts learning methods for the student, "personalization by the student" - the student develops his skills to adapt what he learns [11];
- the speed of learning and the teaching approach are understood as education optimized for the needs of each student [10].
- means high-quality teaching that responds to different ways of achieving a successful result by giving and recognizing each participant of education, regardless of talent or background, the opportunity to be the best, by creating a clear moral and educational situation [9].

### **Research and description.**

Based on the studied and analyzed scientific views and research results during the study, the common and different aspects of these two concepts were compared (Table 2).

**Table 2. A comparative analysis of person – oriented education and person – based learning approaches**

<b>Person – oriented education</b>	<b>Person – based learning</b>
A change in curricula, teaching environment and method	Setting up in separate schools, changing the basis of the national curriculum to ensure the continuity of person – based learning at different stages of education, creating a personalized learning environment in digital technologies
Individual approach is implemented, teaching content and categories are developed	Integrating personal approach research to create a concept for a person – based learning environment
Development of person-oriented technologies in education	Modern and digital technologies available facilitate personalized learning
Based on the study of educational theories, it is applied to personal practice	Theory and evidence of various models relevant to education and practice are provided
Person is participant in training at the learning center	A learning center where every learner, regardless of background or talent, has the opportunity to be the best
Represents a person-oriented generality	Refers to person-based privacy
It includes the entire quality system of personal education	A quality that needs to be formed in a person is brought up in a problem-based learning approach and teaching is carried out in a process where the steps to the result are designed.
The teacher's care and tolerance for the student is important	The benefits of cooperation will be significant, as long as the unique knowledge of care and tolerance is respected
Forming the ability to choose in the participant of education	Forming the ability to choose in the participant of education
Creativity and respect for the student	Recognition of unique individuality
The basis is the principles of differentiation and individualization, which serve to develop consciousness, character, and outlook	Individualization and identification of the participant's experience, the use of principles in the process is the basis, cognitive development takes center stage
The* student will have the freedom to choose tasks	Learning tasks are adapted to the interests and needs of the learner
It is aimed at effective establishment of independent cognitive activity	Meta-awareness, or learning how to learn, is required
It reduces the gap in the understanding of the same topic among the participants of the study	It reduces the gap in the understanding of the same topic among the participants of the study
Personalize teaching and learning methods	Increase the speed of learning and teaching and transfer it to the individual's ability to self-control
Acquiring the level of knowledge, skills and qualifications specified in educational programs and state educational standards	Setting high standards and challenging goals for everyone involved
Giving clear instructions, guiding, consistently monitoring their creative approach to activities	Developing a diagnostic assessment to determine the effectiveness of learning in different methods

## **Conclusion.**

Based on the above considerations and comparative analysis, it can be concluded that person – based learning is person – oriented education, includes person – oriented technologies, is aimed at practical testing of solutions to the problems of achieving a moral goal, high excellence, self-activity, self-awareness, activation, comprehensive education, which requires a period of time according to the scope of a defined problem, allows understanding as an approach organized on the basis of a specially prepared special program. This is the whole process of understanding person-based learning (learning goal, plan, content, forms, tools, lesson schedule, consultative activities, monitoring, evaluation), as well as person-based learning - problem-based learning - project-based learning - process-based learning - means that it is expressed in outcome-based teaching approaches. Importantly, the need for learning to be inclusive of the whole process means that each learning participant can be viewed from the perspective of being able to create high quality and high standards for the system.

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